

PENDIDIKAN KARAKTER DI KELAS EFL INDONESIA: IMPLEMENTASI DAN HAMBATAN

Muhamad Nova

Postgraduate Program of English Education Universitas Pendidikan Indonesia
email: mohnova@student.upi.edu

Abstrak: Aplikasi pendidikan karakter dalam Kurikulum 2013 belum maksimal. Oleh sebab itu, penelitian ini menginvestigasi pengimplementasian pendidikan karakter dan kesulitan yang dihadapi dalam menyisipkan pendidikan karakter ke dalam proses belajar mengajar bahasa Inggris. Dengan mengadakan penelitian survei dengan mendistribusikan kuesionair kepada 34 guru bahasa Inggris yang berasal dari berbagai institusi berbeda, penelitian ini menemukan bahwa guru bahasa Inggris sudah menyisipkan pendidikan karakter di dalam kelas dengan frekuensi yang bervariasi, serta sudah menyisipkan nilai-nilai karakter dengan fokus yang berbeda. Sebagian besar dari mereka menyisipkan pendidikan karakter baik secara eksplisit maupun implisit. Kemudian, mereka juga menghadapi beberapa kesulitan yang datang dari 3 aspek utama, yaitu pedagogis, siswa, dan guru.

Kata Kunci: *kurikulum 2013, pendidikan karakter, pengimplementasian pendidikan karakter, dan kesulitan pendidikan karakter*

CHARACTER EDUCATION IN INDONESIAN EFL CLASSROOM: IMPLEMENTATION AND OBSTACLES

Abstract: The application of character education in 2013 curriculum has not been maximized. Thus, this study investigated the implementation of character education and the obstacles faced in inserting character education into EFL teaching and learning process. Establishing a survey research by distributing questionnaires to 34 EFL teachers coming from different institutions, this study revealed that the EFL teachers have inserted character education in classroom with various frequencies and also have inserted character values with different focuses. Most of them inserted character education with both explicit and implicit modes. Moreover, they faced several obstacles coming from three major aspects; they are pedagogical, student, and teacher.

Keywords: *2013 curriculum, character education, character education implementation, and character education obstacles*

INTRODUCTION

The existence of character education is not a new matter in educational program. It has been implemented and investigated since the beginning of 19th century. Since school is believed can influence students' character (William, 2000), many educational institutions try to encourage character education in teaching and learning process through many ways of implementation.

In Indonesia, character education becomes a major concern in national educa-

tion system. It is believed that good characters are reflected by good achievements at school (Suherdi, 2013; 2016) and thus, character becomes a vital core of education and educational institutions have a duty and responsibility to conduct character education for the students to develop their moral (Kamaruddin, 2012). Indonesia governance develops a new curriculum namely 2013 Curriculum which includes character education in the teaching and learning process. The governance initiates to includes the affective aspects becomes one of the

main focus in 2013 Curriculum (Hidayanti, Zaim, Rukun, & Darmansyah, 2014) to respond toward the issue of a strong indication of the loss of the character values in nation, such as honesty, politeness, and togetherness (Kamaruddin, 2012). However, the application of character education in 2013 Curriculum has not been maximized. An observation conducted in some public schools found some teachers have not been able to insert character education in the teaching and learning process in classroom.

In fact, previous researches have revealed that character education brings positive impacts on students' character. Character education forms a habit of knowing the goodness and wanting to do the goodwill (Kamaruddin, 2012). It teaches the students not only recognizing what is right or wrong, but also being able to feel and internalize the good values and have the habit of practicing the good values in their daily life (Sugirin, 2011). It promotes the moral principles and the values that the students behave morally right in various situations and life in society (Özen, 2011). Moreover, it is also beneficial for students' learning and career since character education provides the character and culture needed in learning and for success in school and work (Davidson, Khmelkov, Baker, & Lickona, 2011). Thus, character education is beneficial in forming students' character to be a good person in school, work, and society (Almerico, 2014).

Viewing the necessity of character education in teaching and learning process and for students' character development, this study aimed at investigating the character education implementation in Indonesian English classroom. Furthermore, since the teacher plays an important role in character education implementation (Arthur,

2005; Lumpkin, 2008), this study also investigated the way of English teachers inserting character education in teaching completed with the frequency of character education insertion and the types of character values inserted in teaching and learning activities and learning activities in classroom. This study also investigated the obstacles faced by the English teachers in inserting character education in teaching and learning activities in classroom.

As the result of this study revealed, the EFL teachers can reflect on their own teaching and realize on the benefits of having character education in teaching English as a Foreign Language. Besides, from the techniques of inserting character education found, the other EFL teachers may adapt and adopt it to be used in inserting the character education in their own classroom. By realizing the obstacles, the EFL teacher may find the solution to overcome the problems in inserting character education in teaching and learning activities and share the problems with school administrator. As the result, the school administrative and principal may provide the appropriate solution in responding the problems in inserting character education, such as having teacher development program to support teachers' ability in inserting character education in classroom.

Before implementing character education in teaching and learning process, the definition of character needs to be defined first. Character definition is needed to make the EFL teachers have equal perception and concept on the existence of character itself in academic purpose. Some experts have defined character in different definitions and different ranges. Pantu & Luneto (2014) defined character as a positive moral power. It is agreed by Kaimuddin (2014) and he also added that character is a good

attitude or personality which is driven from conscious understanding of kindness, and also followed with a commitment in doing goodwill. Another point was also given by Kamaruddin (2012) who mentioned that character is the universal human behavior values that cover all human activities including mind, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. Viewing from these character definitions, it seems that character is defined as something which is not related to the academic field, students' learning development, or teaching and learning process.

Thus, one definition of character which is very practical and related to academic field was presented by Davidson, Lickona, & Khmelkov (2008). They proposed a new definition of character which has two essential and interconnected parts namely performance character and moral character. Performance character is defined as "a mastery orientation" which emphasizes not only on the values, including diligence, perseverance, a strong work ethic, a positive attitude, ingenuity, and self-discipline, but also on the excellent potential in any performance environment, such as academics, extracurricular activities, the workplace, and throughout life. Moral character is defined as a "relational orientation" which emphasizes not only on moral value, including integrity, justice, caring, respect, and cooperation, but also on the values of interpersonal relationships, ethics, respect, and care to honor the interests of others.

Viewing from these two essential parts of character in academic field, the EFL teacher should find the relation between the existence of character and educational activities in the classroom related to students' character development. Fulfilling the needs of further investigation on

characters' relation with academic situation, Davidson, Lickona, & Khmelkov (2008) identified four important roles of character in academic life. The roles are: (1) Students need performance character (work ethic, self-discipline, perseverance, initiative, teamwork, etc.) in order to do their best academic work; (2) Students develop their performance character (the ability to work hard, overcome obstacles, find joy in a job well done, etc.) from their schoolwork; (3) Students need moral character (respect, fairness, kindness, honesty, etc.) in order to create the classroom relationships that make for a positive learning environment; and (4) Students develop moral character from their schoolwork (e.g., by helping their peers to do their best work through a "culture of critique" that offers constructive feedback, by studying ethical issues in the curriculum, and by using their curricular learning in service projects that help solve real-world problems).

Looking up at these four roles of character in academic life raises our awareness of the necessity of having character in each teaching and learning activities. EFL teachers need to emphasize not only creating good characteristic students of having good moral values, but also teaching the students to perform ethically on their schoolwork and to do the best at their academic work.

After having the concept of character in academic purpose, the concept of character education can be defined to be more practical. In line with its practicality, Williams (2000) mentioned that character education should involve three domains of learning; cognitive, affective, and behavioral domains. It may refer to any programs (Robinson III, Jones, & Hayes, 2000), approach (Arthur, 2005), or even teaching and learning activities (Özen, 2011) that can

help students become good people in their life in society (Arthur, 2005; Kaimuddin, 2014; Kamaruddin, 2012; Özen, 2011; Robinson III, Jones, & Hayes, 2000). Similar view is also given by Sugirin (2011) who emphasized character education more on the values exposed cognitively, affectively, and ultimately linier to the application of the values in real life. Therefore, the focus of character education is to provide the character which is needed for teaching and learning, and also for students' success in school, work, and beyond (Davidson, Khmelkov, Baker, & Lickona, 2011). Furthermore, having character education in teaching and learning activities may influence both teacher and students character development. The outcome of its implementation is being a good person and responsible citizen (Almerico, 2014) in line with the process of creating harmonic environment among the teacher, the students, and the society (Mutaqin, 2014). Thus, character education becomes a necessity in educational program since it is not only build students' intelligent and their positive manners, but also teacher's character in the society. (Murtako, 2015).

The existence of character education is not a new thing in Indonesian education system. It has been emphasized since previous curriculum and been an important part of national education mission (Murtako, 2015) which is called as national character building. It is believed that the national character building in Indonesia has 3 important purposes (Kaimuddin, 2014). First, the national character building can create and develop human's potential into positive direction, including their attitude, mind, and behavior. Second, having national character building strengthens the living aspects of national pillar which can bring positive impact toward prosperity

and harmony in society. Third, it reflects the national identity by showing positive character and moral values in the society. However, the implementation of character education in previous curriculum has not maximized (Astrid, 2012), and thus the newest curriculum, the 2013 curriculum, emphasizes more on character education in teaching and learning process (Hidayanti, Zaim, Rukun, & Darmansyah, 2014).

In fact, character education has been a quite hot issue in 2013 curriculum implementation. Affective aspects becomes one of the main focus in 2013 Curriculum because character education has now become a central issue which is often discussed at the level of education and it is one of important pillars in the life of the nation (Hidayanti, Zaim, Rukun, & Darmansyah, 2014). There is a strong indication of the loss of the character values in nation, such as honesty, politeness, and togetherness and educational institutions have a duty and responsibility to conduct character education for the students to develop their moral (Kamaruddin, 2012). Therefore, in 2013 Curriculum, the government would emphasize the character building in society by having character education at school, since it is believed that good characters are reflected by good achievements at school and character becomes the vital core of education (Suherdi, 2013; 2016).

As the real action to respond the demands of character education in the educational institution, the Government through the Ministry of National Education develops 18 character values that are important to be integrated into learning process which comes from the values of religion, Pancasila, culture, and education objectives (Ministry of National Education of Indonesia, 2011). They are: (1) religiosity; (2) honesty; (3) tolerance; (4) discipline; (5) work hard;

(6) creative; (7) independent; (8) democratic; (9) curiosity; (10) the spirit of nationality; (11) love the country; (12) rewarding achievement, (13) friendly/communicative; (14) love of peace; (15) joy of reading; (16) environmental care; (17) social care; and (18) responsibility (Ministry of National Education of Indonesia, 2011). In Indonesian conception, character education has a higher status than moral education since character education forms a habit of not only practicing the cognition of right and wrong behavior, but also possess an ability to feel and internalize good values as their affection aspect, and have the habit of practicing good values as their behavior aspect (Sugirin, 2011).

Investigating the way to implement character education in teaching and learning activities, a review of character education teaching methods has been conducted by Bill Puka in 1999 (as cited in Arthur 2005). He reviewed 6 teaching methods which suit in implementing character education. They are: instruction in basic values and virtues; behavioral codes established and enforced; telling stories with moral lessons; modeling desirable traits and values; holding up moral exemplars in history, literature, religion, and students' traits; and providing in school and community outreach opportunities, such as service projects, through which students can exercise good traits and pursue good values.

In the following year, similar investigation was also conducted by Williams (2000) who also identified the methods in implementing character education. She concluded 6 methods of teaching on character education gained from other experts which are quite similar with the methods reviewed by Bill Puka in 1999. The methods found are: consensus building, cooperative learning, literature, conflict resolution, dis-

cussing and engaging students in moral reasoning, and service learning.

Viewing from these two investigation of teaching methods with character education, EFL teacher may found some appropriate methods to be applied into EFL learning in the classroom, such as telling stories with moral lessons, modeling desirable traits and values, conducting cooperative learning, having literature, creating conflict resolution, and establishing moral discussion. To make it clearer, Sugirin (2011) mentioned that the implementation of character education should be integrated into relevant content subject instruction. Thus, Sugirin (2011) introduced two different modes in implementing character education in EFL learning namely explicit mode and implicit mode.

In Explicit Mode, EFL teacher should have a plan of what character values expected to be inserted in teaching and learning activity (Sugirin, 2011). The EFL teacher chooses which part of the topic suits the inclusion of character values and the correct timing for this value to be brought into classroom discussion. The character value can be presented as a brief lecture or as a moral value in teaching and learning activities and it is expected to be discussed in the classroom with the students (Sugirin, 2011). The purpose of this lecturing is to raise students' awareness on the character value concerned in the topic chosen. Besides, another technique in implementing character education explicitly is by using written or recorded material under the theme of a value (Sugirin, 2011). The EFL teacher could integrate the character value inside the learning material such as in reading text and audiovisual learning. Good literature with character development themes has the power to develop and

shape students' character values (Almerico, 2014)

Another mode in implementing character education is through Implicit Mode. In Implicit Mode, the EFL teacher can use any possible means to insert character education in the instruction, i.e. serving it as a hidden syllabus, as well as in other academic communications with the student (Sugirin, 2011). It focuses on enabling the students to acquire the character values unconsciously in teaching and learning activities.

Having these two modes to be implemented in the classroom can help EFL teachers to apply character education in teaching and learning activities. However, the implementation of character education should activate the students to be involved in moral action (Özen, 2011). The programs in character education should also emphasize experiential learning as a means in shaping students' character (Kamaruddin, 2012). Therefore, a teaching and learning activities which has access to a variety of social realities, i.e. providing news item, real life problems, or problem-based learning, can enhance students' character learning process since it can raise their awareness for better character improvement and they also can gain valuable experiences in acting out their character values (Pane & Patriana, 2016).

Since the central success of education depends on the teacher who teaches the students in the classroom, it makes the teacher plays the main role in character education. The teacher is the one who assists the students in shaping their character in the classroom (Arthur, 2005; Lumpkin, 2008). It is related with how the teacher can influence students' character development in the classroom (Williams, 2000) since the students observe their teacher as

their character model (Sugirin, 2011). Thus, the success of character education in teaching and learning process is based on teacher's participation in promoting character education in teaching and learning process.

Before inserting character education in classroom and teaching character values to students, the teacher needs to have good characters on him/herself first. Character education cannot be established by having speech in front of the class only, but it needs the real action from the teacher (Suherdi, 2016) which can be observed and realized by the students. It means, not only the students have to learn about character, but also the teacher has to acquire and implement it in his/her life (Özen, 2011). The teacher has to develop his/her own character (Suherdi, 2017) in order to establish a positive and meaningful teaching and learning process in the classroom and also serving him/herself as the model of a good character of life (Suherdi, 2017).

After having good character realization and maintain his/her own character, the teacher also needs to designs a set of teaching and learning process which involves the character development for the students. Since character becomes the vital core in education, the good character should be developed in whole teaching and learning process (Suherdi, 2016). Since the beginning of the lesson, the students have been invited into teaching and learning process which develops their character (Suherdi, 2016). Not only teaching about the character values, the teacher also need to teach their students on how to make their own morally decisions and help them know what their values are, believe in these values, and live with these values in their life (Lumpkin, 2008).

Looking at the importance of teacher's existence in students' character

development, the role of the teacher in teaching and learning process is not only as the knowledge transferor, but also as the director who guides the students to develop their character. Therefore, the teacher should have pure intention in maintaining his/her own character (Suherdi, 2017) since the students will observe their personality, behavior, and attitude in whole learning process, and thus the teacher needs to show positive and good character as the model of a good character model in society (Suherdi, 2017). Therefore, the teacher plays the main role in character education in teaching and learning process.

Implementing character education is quite challenging for many EFL teachers. Many EFL teachers face different obstacles in inserting character education into teaching and learning activities. Basically, lack of knowledge among the EFL teachers concerning character education, i.e., the definition, purposes, and methods in implementing character development, becomes the major problem in character education implementation (Williams, 2000). It makes them serving less alternatives teaching methods to implement character education in learning process (Arthur, 2005) and as the result, they only teach character education by using didactic style with forcing the values (Arthur, 2005).

Beside of having lack of knowledge on character values, the EFL teachers are also lack of character or the competence in showing good character to the students (Williams, 2000). The EFL teachers avoid any deep reflection of character values on themselves while it is needed as a guidance of character education (Arthur, 2005).

Another issue becomes the obstacle in implementing character education is the environmental contents. Environmental contents become an important aspect in cha-

acter education (Pane & Patriana, 2016) because students' characters are created and developed in the society around them, i.e. parents, friends, communities, and school communities (Özen, 2011), including their social, emotional, and academic aspects (Foster & Daly, 2016).

The investigation of character education implementation has been conducted by several researchers. They conducted different studies and investigated different objects related with character education, including the implementation, the factors influencing character education insertion process, and also the importance of character education.

An investigation of character education has been investigated by Benninga, Berkowitz, Kuehn, & Smith (2003) in California. They seek the implementation of character education in 681 elementary schools who applied for California School Recognition Program (CSRP) reward. They sorted these schools and decided to take 120 elementary schools to be explored deeper. These schools were analyzed on their high and low academic achievement gain during the 1999-2000 school years. Then, four raters evaluated the 120 randomly selected schools on the character education elements and took 20 of the 120 schools to be scored by all four raters. Their findings indicated that schools with higher evidence of character education implementation at school tended to have higher academic scores on all the measures.

Another similar investigation on the implementation of character education has also been investigated in Indonesia by Mu-taqin (2014). He conducted a classroom action research which investigated the effect of character education on university students' soft skill improvement. His research carried out two findings: three main

aspects in character education implementation includes planning, implementing, and learning evaluating, and university students' soft skill can be improved through character values development, including religiosity, honesty, discipline, responsibility, care, and cooperative in project-based learning.

On the other hand, a study on the factor influencing character education insertion process was conducted by Pane and Patriana (2016) who investigated environment as one factor in character education process. They explored college students' opinions regarding the environmental contents in the subjects to contribute in improving the comfortable living in Jakarta. Conducting interview to 33 students from different major, they found that many benefits of character education inherent with environmental contents. It indicated that environmental contents are highly relevant and effectual if used as one of the supporting components for character education since it contents are beneficial for improving students' abilities.

Moreover, a study on the importance of character education was conducted by Paul (2017) who investigated the importance for character education among the institutionalized children from the social workers perspective. A total of 40 social workers in various residential child care homes in Kerala were identified and contacted. Using questionnaires to gain the information, 34 social workers returned the filled in questionnaires and they selected 30 filled in questionnaires and avoided 4 questionnaires which had incomplete answer. From the result of questionnaire, he found that the social workers have positive opinion on character education implementation and they believe in the importance of

character education for institutionalized children in Kerala.

METHOD

The study was conducted using a survey research design. The data were collected through questionnaire which was designed to answer the research questions related to the objectives of the study. The questionnaire consisted of 5 questions, including 2 close-ended questions and 3 open-ended questions. The questions cover the frequency of inserting character education, types of character values inserted, reason of not inserting character education, the techniques in implementing character education, and the obstacles faced in inserting character education. The questions were constructed in respondent's first language to make the respondents answer more accurately. Therefore, the questionnaire was constructed in Bahasa Indonesia since this study investigated Indonesian EFL teachers.

In this study, 57 Indonesian EFL teachers coming from different educational institutions were randomly selected and contacted to participate in the study. Out of the 57 EFL teachers, 35 filled in questionnaires were returned and 34 filled in questionnaires selected which had no missing answer. The total of 34 EFL teachers was consisted of 7 males and 27 females. They came from various institutions: 13 teachers are from Junior High School (38.23%); 16 teachers are from Senior High School (47.06%); and 5 teachers are from Vocational School (14.71%).

The EFL teachers' responses were then analyzed and interpreted. The frequency of inserting character education in classroom and the type of character values inserted was analyzed by finding its frequency, while the character education

implementation and obstacles found were analyzed descriptively. After analyzing the data, the interpretation of the data was created and then the interpretation of the result was discussed with related theories and previous researches.

FINDINGS AND DISCUSSIONS

Frequency of Character Education Insertion in EFL Teaching and Learning Process

From 34 responses analyzed, the result of the frequency of character education insertion in EFL teaching and learning process can be seen in Table 1 below.

Table 1. Frequency of Character Education Insertion in EFL Teaching and Learning Process

Frequency	English Teachers' Responses
Never	0 (0.00%)
Rarely	1 (2.94%)
Seldom	8 (23.53%)
Often	13 (38.24%)
Always	12 (35.29%)

From the EFL teachers' responses shown in Table 1, it shows that all EFL teachers participated in this study have inserted character education in their teaching and learning process, although they have different frequencies. The total number of 73.53% indicates that many EFL teachers are actively inserting character education in teaching and learning process. However, the rest number of 26.47% is relatively high for indicating that some EFL teachers have less enthusiasm in inserting character education in their classroom and it cannot be neglected.

Character Values Inserted in EFL Teaching and Learning Process

From 34 responses analyzed, the result of the character values inserted in EFL

teaching and learning process can be seen in Table 2. From the EFL teachers' responses shown in Table 2, it shows that the EFL teachers have served varieties of character values in their classroom. Most of the EFL teachers have provided *honesty* (91.18%), *responsibility* (88.24%), and *discipline* (82.75%) values as their focus in their classroom. Moreover, other values emphasized in many EFL classroom by the teachers are *curiosity* (79.41%), *friendly/communicative* (79.41%), *tolerance* (76.47%), *independent* (76.47%), *religiosity* (70.59%), *work hard* (70.59%), *creative* (70.59%), *rewarding achievement* (61.76%), *joy of reading* (58.82%), *environmental care* (55.88%), *social care* (55.88%), and *democratic* (47.06%).

Table 2. Character Values Inserted in EFL Teaching and Learning Process

Character Value Inserted	EFL Teacher's Responses	
	Yes	No
Honesty	31 (91.18%)	3 (8.82%)
Responsibility	30 (88.24%)	4 (11.76%)
Discipline	28 (82.75%)	6 (17.25%)
Curiosity	27 (79.41%)	7 (20.59%)
Friendly / Communicative	27 (79.41%)	7 (20.59%)
Tolerance	26 (76.47%)	8 (23.53%)
Independent	26 (76.47%)	8 (23.53%)
Religiosity	24 (70.59%)	10 (29.41%)
Work Hard	24 (70.59%)	10 (29.41%)
Creative	24 (70.59%)	10 (29.41%)
Rewarding Achievement	21 (61.76%)	13 (38.24%)
Joy of Reading	20 (58.82%)	14 (41.18%)
Environmental Care	19 (55.88%)	15 (44.12%)
Social Care	19 (55.88%)	15 (44.12%)
Democratic	16 (47.06%)	18 (52.94%)
Love the Country	10 (29.41%)	24 (70.59%)
The Spirit of Nationality	9 (26.47%)	25 (73.53%)
Love of Peace	9 (26.47%)	25 (73.53%)

However, it was also found some less character values emphasized in EFL classroom: *love the country* (29.41%), *the spirit of na-*

tionality (26.47%), and love of peace (26.47%). It indicates the EFL teachers have inserted various character values in teaching and learning process, however, they have different focus and emphasis in implementing the character values in classroom.

Character Education Implementation in EFL Teaching and Learning Process

From EFL teachers' responses, the implementation of character education in English teaching and learning process was served in various strategies. They mentioned that they used multiple different strategies in inserting certain character values.

Mostly, the EFL teachers insert character education in teaching and learning materials, including in speaking material (T.6, T.9, T.11, T.22, T.27, T.28, and T.30) or in written text (T.10, T.11, T.15, T.17, T.22, T.23, T.27, T.32, and T.33), and followed with a teacher-students' discussion on character values shown on text or dialogue (T.2, T.3, T.22, T.29, and T.32).

T.6 : *For example, social care value, inserted by having transactional conversation about expressing sympathy, or rewarding achievement value, inserted by having transactional conversation about giving compliments.*

T.10 : *I integrate character education into daily teaching and learning activities, for example, love the country value in teaching narrative text with Indonesian legend or folklore or teaching descriptive text about tourism objects in Indonesia.*

Moreover, most of EFL teachers also give lectures on character value (T.2, T.3, T.4, T.5, T.8, T.11, T.16, T.17, T.21, and T.34), give advice on having a good character (T.4, T.5, T.12, and T.1), and give examples of good character value (T.2, T.3, and T.23).

T.17 : *When it is going to have test, I give them explanation to be honest, it is better to have bad score but it is done by them-*

selves, rather than having good score from cheating.

T.34 : *I also often separate few minutes to give short speech about character values at the end of the class.*

Sometimes, they also ask the students to work in group (T.4, T.5, T.10, T.11, T.24, T.29, and T.31) or in pair (T.7 and T.29) to develop students' characters.

T.14 : *I make them caring others, for instance, making them work in group or respecting their friends who have different beliefs.*

T.31 : *If the students make a group discussion in classroom, it teaches them about friendly/communicative, social care, tolerance with members of the group, and creative values.*

Some EFL teachers also conduct a real action of character education in classroom, such as having prayer before starting the class (T.15, T.16, T.27, T.31, and T.32), cleaning the classroom (T.15, T.21, and T.31), and being on time (T.15, T.27, T.29, and T.31).

T.21 : *One example is environment care. Every time we start the lesson, I start the lesson by observing the classroom environment and invite the students to make sure their learning environment is always clean, especially around their table.*

T.32 : *At the beginning of the lesson, I invited the students to build character habit, such as praying together at the beginning of the lesson for religiosity value.*

Furthermore, other strategies used in implementing character education by EFL teachers are setting a rule in assignment (T.13, T.14, and T.29), being a model of its value (T.18 and T.19), inserting it in game (T.23 and T.31), asking the students to learn independently (T.25 and T.26), solving real case problem (T.12 and T.20), having a small talk outside the lesson (T.17), and telling an inspiring story at the beginning or at the end of lesson (T.31).

- T.29 : *I ask the students to submit the assignment on time, remind them not to copy other works, and forbid lateness.*
- T.31 : *Honesty and hard work are usually inserted in form of inspiring story which is given at the beginning or at the end of the lesson.*

Reflecting from the strategies mentioned above, it indicates that the EFL teachers have inserted character education in classroom in various ways. In line with Sugirin's modes of implementing character education (2011), these Indonesian EFL teachers have implemented character education in both explicit and implicit modes.

In explicit mode, Sugirin (2011) mentioned that the EFL teachers have had a plan of what character values expected to be inserted in teaching and learning activity and thus, in this study, the Indonesian EFL teachers have prepared the character values to be inserted the character values in teaching and learning materials, such as in conversation and in text. This strategy follows one strategy in implementing character education explicitly proposed by Sugirin (2011) namely *using written or recorded material under the theme of a virtue or a vice*. Moreover, some Indonesian EFL teachers participated in this study also gave lectures on certain character value, gave advice on having a good character, gave examples of good character value briefly, and had a teacher-students' discussion on character values in classroom as their strategies in implementing character education in classroom. These strategies can also be categorized as explicit mode implementation and follow another strategy in implementing character education explicitly proposed by Sugirin (2011) namely *brief lecturing on a certain virtue or vice*.

Sugirin (2011) also mentioned another mode in implementing character edu-

cation namely implicit mode. A contrast with explicit mode, implicit mode serves character education in hidden syllabus and not briefly mentioned nor explained it to the students. From the findings, the Indonesian EFL teachers have also implemented character education by asking the students to work in group or in pair, conducting a real action of character education in classroom, setting a rule in assignment, being a model of its value, having game, asking the students to learn independently, solving real case problem, having a small talk outside the lesson, and telling an inspiring story at the beginning or at the end of lesson. Since the focus of implicit mode implementation is enabling the students to acquire the character values unconsciously (Sugirin, 2011), these strategies used by Indonesian EFL teachers can be categorized as implicit mode character education implementation.

Obstacles in Implementing Character Education in EFL Teaching and Learning Process

From EFL teachers' perspectives, the obstacles in implementing character education in EFL teaching and learning process are coming from various aspects. First aspect came from pedagogical aspect. Most of the EFL teachers mentioned that they faced obstacles in connecting the character values with the learning material (T.6, T.12, T.14, T.16, T.19, T.22, T.23, T.26, T.27, T.28, T.30, T.33, and T.34). One EFL teacher explained that it happened since some of learning topics do not suit with the character values, especially inadequate text of Indonesian character such as love the country and the spirit of nationality (T.26). Moreover, some EFL teachers also mentioned that they need more time to implement character education in classroom (T.1, T.4,

T.5, T.17, T.23, and T.29). Then, another EFL teacher felt difficult in finding appropriate teaching method to teach certain character values (T.13). Ineffective learning situation also becomes an obstacle in teaching character (T.30). Furthermore, having no specific guidance on how to insert character education in lesson plan or syllabus also becomes one obstacles faced by one EFL teacher (T.32).

T.23 : *I don't find any chance to insert character education in teaching and learning process. I cannot force these character values to be suited with the learning topic learned, but I try to insert it as if it is possible.*

T.30 : *It is difficult to control the class, and learning condition and learning context are not supporting the character education insertion.*

Second aspect came from the students. Some EFL teachers mentioned that many students do not listen to the lecture given on character values and they tend to neglect the character values learned in teaching and learning process (T.1, T.3, and T.28). Other EFL teachers also added that it was difficult to make sure that the students really apply it (T.13, T.14, T.15, and T.27), since students have less effort in learning (T.31), have no willingness to change their character (T.21 and T.24), and even they cannot be controlled in classroom (T.10). Moreover, one EFL teacher explained that some students did not catch the purpose of character education (T.11) and needed several repetitions to understand the values (T.26), which is probably happened since the students came from different background (T.7 and T.29).

T.3 : *Sometimes the students do not care about it and they still have high ego so they do not care with their environment.*

T.11 : *The students do not understand or do not catch well the purpose of character education.*

The third aspect came from the teacher him/herself. Two EFL teachers mentioned that less consistency in inserting character education becomes the obstacles in implementing it (T.7 and T.25). Another EFL teacher stated that sometimes she felt pity to force the character values to be applied in classroom (T.10). Then, another EFL teacher mentioned that she had no idea on how to insert certain character education (T.23). Lack of knowledge of character values (T.2), having little experience in teaching character (T.11), and lack of character (T.17) also become the obstacles faced by some EFL teachers. An EFL teacher focused on teaching the material (T.8) while other three EFL teachers neglect some character values to be inserted in classroom (T.21, T.22, and T.29). Furthermore, two EFL teachers assumed that the teacher must be the model of these characters first (T.22 and T.29) before teaching the character.

T.7 : *Character education needs consistency and the same perception. If one teacher forbid the students to use mobile phone in classroom, but the other teacher lets it, the purpose of character education about responsibility cannot be done, and it needs the unity rule.*

T.8 : *It is not in my mind, and I am busy teaching the material*

On the other side, one EFL teacher mentioned that she had no obstacle in inserting character education (T.9). She mentioned that the school where she teaches has a good basic for teaching with character education in teaching and learning activities in classroom. Thus, school regulation becomes an important aspect to be concerned in implementing character education.

T.9 : *My school has very good basic for teaching with character education, so in my teaching activity in the classroom, I ever insert all of these characters that are needed for the students.*

These findings were in line with previous related theories and research findings (e.g. Williams, 2000; Arthur, 2005; Pane & Patriana, 2016). The lack of knowledge had by Indonesian EFL teacher is mentioned as an obstacle in implementing character education by Williams (2000). It includes the definition, purposes, and methods in implementing character development (Williams (2000). As the result, the teacher uses less variety of strategies in implementing character education in classroom (Arthur, 2005) which becomes another obstacle faced by the teacher; difficulties in finding appropriate teaching method to teach certain character values. Moreover, lack of character or the competence in showing good character to the students is also one major problem mentioned by Williams (2000). Another issue becomes the obstacle in implementing character education is the ineffective learning situation. It is an obstacle coming from learning environment which becomes one factor in implementing character education (Pane & Patriana, 2016).

In addition, school also plays an important role in the success of character education implementation. Reflecting from the response given by an EFL teacher who mentioned that school regulation includes the implementation of character education, thus the EFL teacher is supported and monitored in implementing character education in teaching and learning activities. Thus, to enhance character education, finding solution for the obstacles faced and working collaboratively among all elements influencing students' character development become a great demand to be success in implementing character education program (Kaimuddin, 2014; Özen, 2011; Pantu & Luneto, 2014).

CONCLUSION

Related to the findings above, this study has revealed that all EFL teachers participated in this study have inserted character education in their teaching and learning process with various frequencies. They have inserted various character values in teaching and learning process with different focus and emphasis on its implementation.

Moreover, they have inserted character education in classroom with various strategies which can be categorized into two: explicit mode and implicit mode. The explicit mode strategies used by the EFL teachers include: inserting the character values in teaching and learning materials; giving lectures on certain character value; giving advice on having a good character; giving examples of good character value briefly; and having a teacher-students' discussion on character values in classroom. On the other hand, the implicit mode strategies used in classroom include: asking the students to work in group or in pair; conducting a real action of character education in classroom; setting a rule in assignment; being a model of its value; having game; asking the students to learn independently; solving real case problem; having a small talk outside the lesson; and telling an inspiring story.

Even though they have inserted character education in teaching and learning process, they also cannot avoid the obstacles faced along with its implementation. Many EFL teachers faced several obstacles in inserting character education in classroom which came from three major aspects: pedagogical, student, and teacher. From pedagogical aspects, the EFL teachers faced five obstacles: difficulties in connecting the character values with the learning material; lack of time in implementing

character education in classroom; difficulties in finding appropriate teaching method to teach certain character values; ineffective learning situation; and no specific guidance on how to insert character education in lesson plan or syllabus. From student aspect, the EFL teachers faced three obstacles: students' neglect of character values learned; unobserved character values by students; and students' different background. From teacher aspect, the EFL teachers faced six obstacles: teacher's less consistency; teacher's characters; lack of knowledge in inserting character; lack of experience in teaching character; teachers' neglect of character values; and unable to be a good model of character in classroom.

Reflecting from the result of the study, this study recommends other EFL teachers to insert character education in teaching and learning process by adapting and adopting various strategies used by the EFL teachers participated in this study. Another recommendation is addressed to school administrative and principle to support character education in classroom by providing teacher professional development training, seminar, or workshop in character education and its implementation to enrich teacher's competence and strategies in inserting character education to support the program of inserting character education in 2013 curriculum.

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